

Discussion on the Measures for Museums to Help Migrant Children's Social Education in the Process of Urbanization

Song Ji

Wuhan Science and Technology Museum, Wuhan, P.R.China

Over the past few decades, China has experienced the largest acceleration of urbanization in human history, with more and more surplus rural labor moving to cities. Since the 1990s, in addition to the continuous expansion of the scale, the structure has also changed from the single type of flow to the family-oriented flow. With this change, a new vulnerable group, migrant children, has appeared in the cities. Migrant children refer to children between the ages of 6 and 14 who temporarily reside with their parents or other guardians in the place of migration for more than half a year. The number of migrant children in China has exceeded 30 million, which has become an important social phenomenon, and their education is the top priority.

Education is one of the important functions of museums. As a place of social education, museums should certainly make use of their own characteristic educational resources to make contributions to children's education. Local museums in Wuhan pay attention to migrant children, a vulnerable and marginal group, and carry out public welfare social education projects for communities with relatively concentrated migrant population. In the preliminary planning stage of the project, the staff used questionnaires, case interviews, literature collection and other methods to understand the characteristics and needs of migrant children. According to the preliminary survey results, the common problems and difficulties faced by migrant children are lack of self-confidence and low self-evaluation; Parents are busy with work, limited time to communicate with them, and there are obstacles in parent-child relationship; Their parents' educational level is not high, and migrant children have less support in learning, so there are obstacles in their studies. In the process of communication with local children in migrant areas, migrant children are difficult or unable to integrate into the life of children in migrant areas due to the living conditions of their families, their normal social communication is hindered, and their interpersonal skills are relatively weak. Migrant children cannot be treated equally in the city, often suffer discrimination, and lack a sense of identity in the city where they live.

In response to these problems, the staff used the group work method to design targeted, suitable for the children's ability, and can arouse the interest of the children. For example, the family education practice activities with the theme of "unique me", through the ultra-light clay production of "everyone is a different planet", enhance children's self-cognition, establish self-confidence, and guide children to open their hearts and know themselves; Safety education activities with the theme of "electricity safety", "drowning prevention" and "traffic safety" have enhanced children's safety awareness and self-protection awareness; With the theme of "Science and technology innovation, Dream Growth", the children's science and technology summer camp

allows children to experience the magic of science and technology and light up their scientific dreams. In a safe atmosphere full of trust, migrant children, under the leadership of staff, learn and master ways to cope with challenges and difficulties through games, sharing, role playing, etc., and gradually expand to their daily real life (Ed E. Jacobs, 2000). On the basis of fully understanding themselves, migrant children can better communicate with others, thereby increasing self-confidence, giving full play to their potential, enhancing team spirit and city identity, and improving adaptability to urban life.

In the future, our museum alliance will also strengthen ties with schools for migrant children, so as to extend the care of museums to more migrant children. It is also necessary to further deepen the content, not only to engage in activities, but also to establish a more stable relationship with schools, carry out long-term help projects, and jointly promote the in-depth development of social education for migrant children.